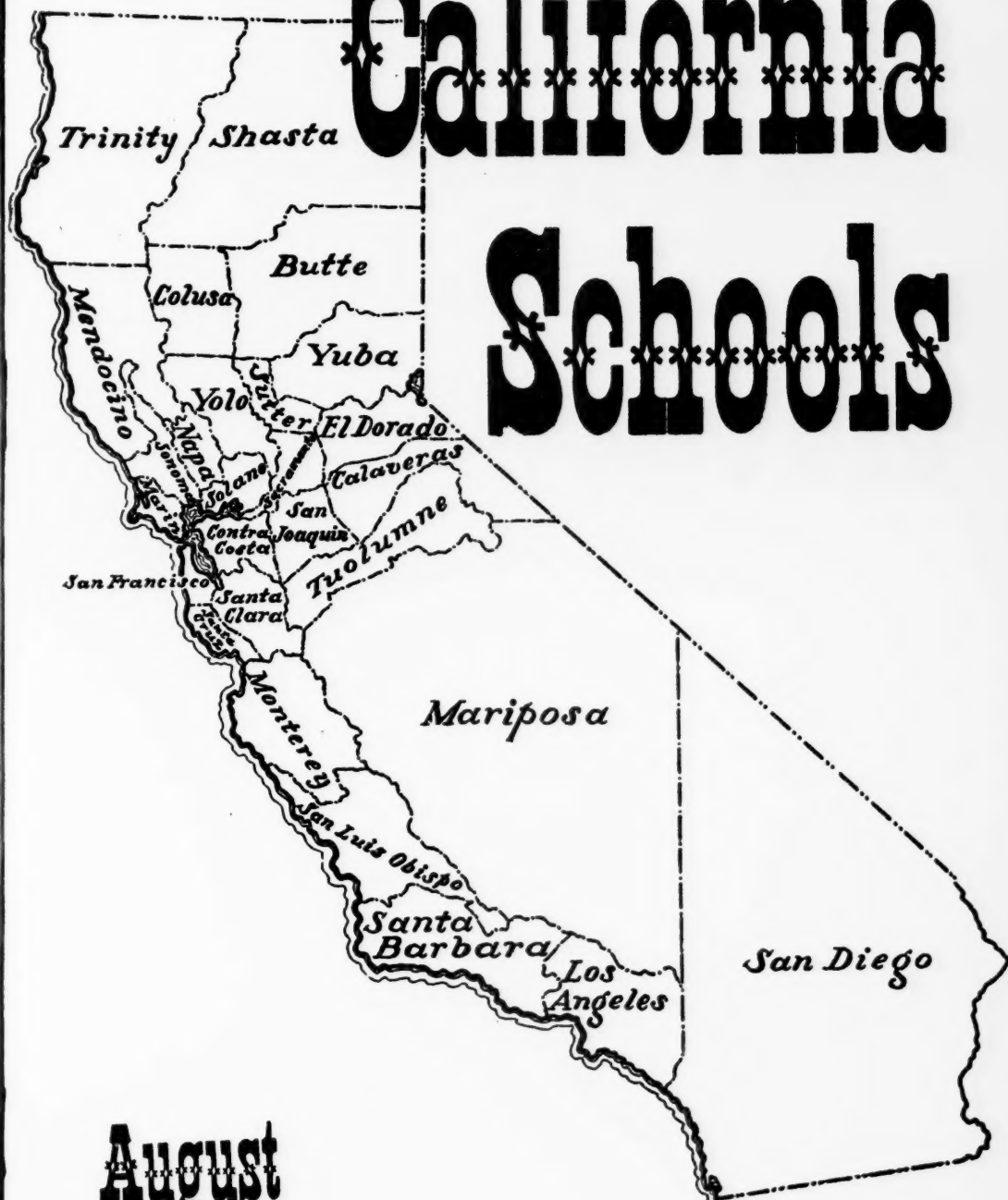


# California Schools



August  
1950

The twenty-seven  
original counties  
1850

# CALIFORNIA SCHOOLS

Vol. XXI, No. 8  
AUGUST, 1950

ROY E. SIMPSON  
*Superintendent of Public Instruction*

EDITOR  
IVAN R. WATERMAN  
*Chief, Bureau of Textbooks and Publications*

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## DIVIDENDS FROM PUBLIC EDUCATION<sup>1</sup>

ROY E. SIMPSON, *Superintendent of Public Instruction*

### I SOME ASPECTS OF THE INVESTMENT

The basic authorization for the executive in public education is the confidence that the American people have in that institution. The United States Chamber of Commerce in a new publication estimates that there are today close to 22,000,000 children in public elementary schools in the United States; and close to 7,000,000 pupils in our secondary schools. Within the next decade the Chamber expects the elementary school enrollment to rise to 27,000,000 at its peak. And it expects the secondary school enrollment to rise another million and a half by 1960.

These American children and youth are in the public schools because their parents and their communities know that this is where they can best be prepared to function as citizens in American democracy.

According to figures published by the Committee on Education of the Chamber of Commerce of the United States, the total expenditure of public funds for public education in this country in 1940 was two billion, seven hundred million dollars (\$2,700,000,000). In 1948, the total expenditure had risen to four billion two hundred million dollars (\$4,200,000,000).

But the U. S. Chamber of Commerce issues other figures that put a very instructive emphasis on these facts about our investment in public education. The Chamber reminds us at the same time that the expenditure of the American people for alcohol, tobacco, and jewelry in 1940 was more than twice, and in 1948 was more than three times the amount of money invested in education. For these items, the Chamber reports 1940 expenditures of six billion (\$6,000,000,000); and in 1948, expenditures for these items are reported as being fourteen billion (\$14,000,000,000).

In California we know that since the end of the war, the people of this state have invested annually approximately one-third of the state's revenues in public education. Total current expense of public schools, including state and district support, has come close to a third of a billion dollars. In the second quarter of the twentieth century, school bonds authorized by school district electors in this state exceed \$400,000,000. Last November, the people of the state authorized by constitutional amendment the state bond issue of \$250,000,000 to be used in loans to those school districts that are unable to make the necessary capital outlays for schoolhouse sites and construction.

<sup>1</sup> An address delivered at the Twelfth Annual School Executives Conference, July 5, 1950, University of California, Los Angeles.

In financial terms this investment is impressive. But even more impressive is the investment of public interest and public concern, community responsibility and community attention, that has actually been the precedent and the accompaniment of this financial, or material, investment.

The purpose of my commentary here today is to review some of the reasons why these investments are worth making. In such a review it is necessary to take note of conditions that affect our investment and the return from it. It is necessary to indicate that there are areas in which the investment is not yet sufficient, either in terms of public responsibility and attention, or in terms of finance, to bring about the maximum potential return. In such a review I feel that it is my responsibility to recognize that there are some factors, even in our American society with its strong and firm commitment to public education, that are placing in peril the return our people require and expect from their public schools.

## II WHAT IS THE RETURN ON THE INVESTMENT?

There is no doubt that the American people have intended that their public schools shall educate our children for peaceful living as mature citizens. Education has succeeded in this, at least to the extent that the American nation has not been an aggressor in any war since the beginning of the twentieth century.

But because the commitment to peaceful living does not prevail in the world, there is also the obligation of public education to prepare our youth for defense of our homeland and our liberties, our right to self-government. The schools have made their contribution to this end successfully. Our youth, the product of the influences of home, school, and community, have fought in wars we did not seek, and have won great victories. No generations of youth have been more patriotic nor more devoted to ideals of a great people than our young Americans have been in this century. We must not forget that.

The group of California school men and women who have been drafting "A Framework for Public Education in California" have found that the purposes of education defined by the Educational Policies Commission set forth a program that we endorse.

The Framework is an attempt to express a commonly held American attitude. I believe it to be a successful effort, for it has gained in value through each of the five laboriously drawn "working drafts" through which it has passed—democratically enough for anybody, I'm sure.

It cites our objective of preparing youth for civic responsibility, stressing that effective citizenship touches both individual and group thinking and action. It affirms understanding of and loyalty to democratic ideals as an essential. It affirms appreciation of the positive advantages of American institutions as an objective.

It cites, second, our objective of preparing youth for full realization of individual capacities, emphasizing firmly the individual's need to master the skills of communication and calculation in order to achieve this realization of capacity.

It cites our objective of preparing youth for rewarding human relationships. This obviously means that education seeks to help youth to develop the attitudes of generous-mindedness and tolerance, for in no other frame of mind can human relations be genuinely rewarding.

It cites our objective of preparing youth for economic efficiency. It properly emphasizes in this area the responsibility of the individual to be self-sustaining as the result of sensible, practical thinking and action with respect to the innumerable occupational opportunities of our society.

Now these educational objectives, if achieved in full, would produce a very remarkable society. As a matter of fact, this is a remarkable society in which we live—and we need to remind ourselves more often that its qualities are in considerable measure what they are precisely because American public education has worked toward these objectives in a great variety of ways for many years, and with recognizable success.

Such as we are, American parents cannot help being proud of our American children and youth. We know that our children are potentially responsible, peaceful, and loyal citizens. Their potentiality is developed by many factors of experience—some that our homes afford, some that living in our community affords, some that the school affords.

American parents sometimes seek a whipping-boy for failures in responsibilities that should be much more closely their own. Sometimes they blame films and broadcasts for exerting unfavorable influences; they sometimes blame the school for failure to correct habits strongly implanted at home. There are shortcomings in all of the human beings responsible for the influences that join to mature the child. But blame should be allotted with great care.

We school people have been quite willing to evaluate the results of our work, our responsibility. Parents, no doubt, should develop more of this willingness to judge and criticise their share of the work.

But regardless of such a consideration, the essential contribution of the school to our society is generally recognized. The investments we have been making in California would not have been possible without this public recognition.

### III SOME ADMINISTRATIVE PROBLEMS

Since the start of the twentieth century, the public school in the United States has had to make changes in its program to keep in step with the rapidly changing community it serves.

No more difficult period of adjustment has confronted the schools than the present one, which follows the second world war. The national

population has increased, the birth rate has gone into a spectacular rise, and the number of children to be served has enormously increased. At the same time, there have been shortages of materials and funds for the urgently necessary construction of schoolhouses to accommodate the increase. And there has been a liberation of the professional school-teaching group from outmoded concepts of its social and economic position which has made necessary a more just definition of the teacher's position in the community and more decent compensation.

Much of the law governing schools in this and other states has needed amendment to authorize the school to meet the community's increasing demands. Legislatures, particularly in California with our complex system of school districts and our pattern of city and county school authorities, face a very serious and heavy task in this. I do not think it possible that these representative bodies could have done much more than they have in the attempt to meet this challenge. I know from observing it at work in extremely difficult circumstances that our California Legislature has made a serious attempt to amend our Education Code to meet present-day conditions. It has been earnest and devoted to an extraordinary degree.

The Legislature has been responsive to the advice of the professional education groups, to the organized parent-teacher group, and to expressions of the constituencies with respect to the more difficult problems of administering public education in this state, in this period.

It has not, of course, perfectly satisfied any one of these groups, just as the school program has not satisfied every group of citizens.

But no one has the right to say that there has been a failure of effort, nor of foresight, on the part of responsible agencies representing the people. It was well before the end of the war, in 1944, that a state agency—the State Reconstruction and Re-employment Commission—undertook a study of the readjustment period. The survey of postwar education needs directed by the Commission for the state is one of the most important documents in the history of the California public school system.<sup>1</sup> It served as a guide to executive and legislative departments and to educational administration. And as a guide, it has proved to be extraordinarily sound. The great body of new law governing public school finance was forecast in that survey. Strengthening of local administrative units of the school system, district and county; a movement toward reorganization of the school district system for greater educational and administrative efficiency; and a reorganization of the State Department of Education, are among the projects this survey recommended. It cer-

<sup>1</sup> *The Administration, Organization and Financial Support of the Public School System, State of California. A Report of the Study Required by Chapter 36, Statutes of 1944 (Fourth Extraordinary Session), As Submitted to the Legislature January 22, 1945, with Amendments and Appendices, Dr. George D. Strayer, Special Consultant. Sacramento: State Reconstruction and Re-employment Commission, February, 1945. Pp. vi + 90 (out of print).*



tainly took into account the increasing pupil population and the need for recruitment of teachers by developing higher standards and more just compensation.

The State of California, through its Executive and its Legislature and its Department of Education; local government, through the representatives of the community in school boards; the Congress of Parents and Teachers; and the professional associations, especially the Teachers Association and the Administrators Association, have all worked together in implementing these programs.

We have had to take emergency measures. We have issued credentials to teachers on an emergency basis. We have held half-day sessions in too many school districts. The protracted delay in schoolhouse building proved difficult to break in the postwar markets and forced us into many kinds of temporary classrooms. Yes, these emergency measures involved many steps that were not desirable, educationally nor administratively. But they offered the only means of keeping the schools open in many parts of the state.

New laws governing apportionment of state funds to districts have been in effect for three years and have been reviewed and amended. They have nearly doubled the amount of state funds allotted to public education. They have made it possible, by means of salary increases, to keep teachers in the public schools in a time of high compensation rates in other enterprises, many of which have for no clear reason held higher prestige in the community than education. The increased financial support has also helped school districts to meet the higher costs of operation and maintenance that have hampered them very seriously.

By community effort, school buildings are rising in many hundreds of districts. They are being erected in many of the most hard-pressed districts because state financial assistance has been provided.

There is progress also toward reducing the number of pupils on half-day sessions. I expect a survey of this situation to be made during the summer. I can make no estimate now, but with the number of new school buildings that will be ready to open in the fall term of 1950, there is every reason to expect some reduction.

The State of California, from 1945 through September, 1949, supported a State Commission on School Districts, which gave the state valuable experience in reorganization of school districts. The objective of the Commission was to secure local surveys and local recommendations for improving the efficiency of the school district—the basic administrative unit of the school system. During its life, a limited number of reorganizations was effected. But the really important gain from the Commission's effort was the awakening of public awareness to this issue.

We have given attention to the needs of California for additional facilities for higher education. The Regents of the University of Cali-

for California and the State Department of Education together were authorized by the Legislature in 1947 to survey this field. This study, conducted by Monroe E. Deutsch, Aubrey A. Douglass, and George D. Strayer, has been acknowledged to be a notable contribution.<sup>1</sup> It has strengthened the public understanding of the function of the junior college. It has resulted in establishment of three new state colleges.

Finally, the increasing readiness of young people to enter the teaching profession is one of the most important indications we could have that the state's investment in public education, and the return from this investment, are respected and approved. I have had the privilege of meeting with groups of these young teacher-candidates on several different campuses during the past few years. I am not simply encouraged but deeply gratified by the quality of the youth who join this profession. I am certain that as school executives you will be glad to have them joining your schools as teachers.

I have cited the objectives set forth in "A Framework for Public Education in California." I wish to emphasize the importance of this document. It declares our awareness that a clear formulation of the major objectives and goals of the public education program is an essential of our "reporting to parents and citizens." It has the importance also of demonstrating that we recognize our obligation to reaffirm these goals for our time—and that the leaders of the school system do not permit themselves to become engaged by the financial business of the school exclusively.

#### IV AN URGENT PROBLEM IN PUBLIC RELATIONS

This has been a period of great change in California, a period of amazing growth in population and of consequent expansion of public services to at least four million new resident citizens. It has been also a period in which differences of opinion have been encountered. Occasional controversies have developed from some of these differences.

The American democracy is a political system in which there is ample room for controversy, difference, variety, debate. Our constitutional freedom of speech and assembly guarantees this. The members of a society in which these guarantees prevail should make full use of them. Americans do pretty well in this respect, and many of us seek to do better. The members of such a society must be alert to possible abuses of these democratic freedoms.

In the southern part of the state during the past five months considerable publicity has been given to criticism of several local public school systems—in fact of all modern education. The criticism published

<sup>1</sup> "Report of a Survey of the Needs of California in Higher Education." Submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education. Sacramento: Committee for the Survey of the Needs of California in Higher Education, March 1, 1948, pp. xii + 132. Published also in abbreviated form as *Digest of a Report of the Needs of California in Higher Education*, March 1, 1948, pp. viii + 38.



in the newspapers has been attributed to several citizens' committees which appear for the most part to have been organized solely to express criticism of the public school program. The critical discussion has been extended, in some sections, to major areas of the philosophy of public education and has touched higher education, especially with reference to teacher education. And it has touched the state agencies responsible for many administrative services and for consultant and advisory service in many fields. The criticism has affected some proposed local school financing measures, notably in Pasadena.

As reported in the press, which is properly discharging its obligation to the community in reporting such expressions, the critical discussion has taken on the aspect of an attack on some policies that are widely agreed upon in the education profession as guide lines to democratic practice in the schools of a community.

The term "progressive education" has been applied by these critics to many aspects of program and policy in the schools, and it is clear that this term is intended to be damaging.

Now we must all grant that groups of citizens are entitled to publish expressions of opinion freely, that they are welcome to do so, and that the public school executive wishes to be aware of all strains of opinion in the community that affect public education.

It appears doubtful that many of the members of the group in Pasadena known as the School Development Council were aware of the background and connections of an organization that, according to a published article in a Pasadena newspaper, supplied some guidance in the activity of the council. The organization I refer to is called the National Council for American Education, which acknowledges one Allen A. Zoll as its founder.

Max Merritt Morrison, minister of a Presbyterian church in Pasadena, attended the meetings of the School Development Council and on hearing references to Mr. Zoll and his organization, felt obliged to discover its program.

Dr. and Mrs. Morrison found that the New York *World-Telegram*, *Time Magazine*, and Doubleday and Company in a volume under the title, *A Measure of Freedom*, by Arnold Foerster of the Anti-Defamation League of B'nai B'rith, have printed information identifying Mr. Zoll with so-called "Christian Front" organizations and as a strong supporter of Gerald L. K. Smith and Mrs. Elizabeth Dilling. Mr. Zoll is stated to have written a pamphlet called "How Red Is the Federal Council of Churches?" which, it is reported by Dr. Morrison, is being widely distributed by Gerald L. K. Smith.

Such an ally cannot be desired by American citizens in undertaking to review problems of public concern in their home communities. It is extremely important that such insidious invasion of a community activity

being undertaken by citizens in good faith should be clearly and unmistakably identified.

The publication of this identification in Pasadena, in a major newspaper of the community, is a real service.

What is the motive activating this group? Is it primarily mercenary? There must be some profit involved, for the effort has been made quite persistently.

This influence, and the concealed manipulation that goes with it, may attempt further inroads in this state. There is no place in California public education for fascist, anti-semitic or totalitarian influences. Our school executives, our school trustees, our boards of education, our parent-teacher associations, must be made aware of this danger. I consider it extremely serious.

My own experience recently as the incumbent candidate for re-election to the office of Superintendent of Public Instruction for California warns me, and should warn all of us in the public school system, that members or adherents of the Communist Party also can take citizens of good will unawares in a public election.

It is more than just possible that there are elements in our communities that would find it profitable to exploit a disastrous mistake that would cause great confusion in public education.

The public school system is just now recovering from the emergency of the postwar years. Many people in the state who have been disturbed by the problems confronting the schools have not been encouraged to make careful studies of the real nature of these problems. Confused and troubled by seeing too many children taken into half-day sessions, and observing educational advance hampered by overcrowded classrooms and by insufficiency of teachers, some parents and some other groups of citizens have developed a mood in which they are easily persuaded to join in what appears to be a crusade to secure improvement.

One of the urgent duties of public officials at this time in California's development is to help our people to identify and evaluate all elements offering themselves as allies in any such crusade.

Leadership in improvement of the schools must come from those who are willing to take the trouble to know the schools. If we permit hostile elements to remain unidentified and concealed, we are inviting a serious difficulty that could develop into disaster for public education.

I myself do not believe that the people of the United States or the people of California would permit such a tragedy to take place. I am confident that the investment of the people in public education is backed by their deep conviction, their confidence, their pride. But we have a profound duty to help the people to know their schools and to realize to the fullest possible extent the return they are receiving from their investment—a return whose future potential is beyond measurement.

# DEPARTMENTAL COMMUNICATIONS

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### RESIGNATION OF STAFF MEMBER

BERTHA VAUGHAN AKIN, Chief of the Bureau of Homemaking Education since 1944, submitted her resignation to take effect on June 19, 1950.

Under Miss Akin's leadership, the Bureau of Homemaking Education made excellent progress. The advisory and consultant service she and the bureau staff have made available throughout California has been of great value in stimulating the development of the homemaking education program, and in co-ordinating it with other vocational education programs and with the general curriculum. The swift growth of the student organization, Future Homemakers of America, whose California chapters were chartered in 1947, has been due in large measure to the encouragement and wise counseling given by Miss Akin. Miss Akin's fine professional spirit in her work in the public school system won for her the respect and the personal regard of all who worked with her.

Miss Akin was educated in schools of her native state, Nevada, and was graduated with a Bachelor of Science degree in home economics from the University of Nevada in 1925. Later she did graduate work at University of California, Berkeley and Los Angeles, and in 1939 received a Master of Science degree from the University of Minnesota. From 1932 to 1944 she was State Supervisor of Homemaking Education for the Nevada State Department of Education. She is former president of the Home Economics Association, and of her Delta Kappa Gamma chapter; and she has served as an officer in the American Association of University Women, the Vocational Teachers Association.

Two days after her resignation was effective, Bertha Akin became the bride of Raymond W. Gregory, Assistant Commissioner for Vocational Education in the U. S. Office of Education. Mr. and Mrs. Gregory will make their home in Washington, D. C.

## **INTERPRETATIONS OF SCHOOL LAW**

**ALFRED E. LENTZ, *Administrative Adviser***

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

### **ATTORNEY GENERAL'S OPINIONS**

#### **Maintenance of Schools in Juvenile Homes, Ranches, Camps, and Forestry Camps**

A school district may not maintain a school in any juvenile home, ranch, camp, or forestry camp maintained by a county board of supervisors under Sections 950-959 of the Welfare and Institutions Code, since the effect of Section 960 of said code is to limit the authority to maintain schools therein to the county superintendent of schools. (AGO 50-88; 15 Ops. Cal. Atty. Gen. 274.)

# FOR YOUR INFORMATION

## STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular quarterly meeting held in Los Angeles, July 7 and 8, 1950.

### Adoption of Supplementary Textbooks in Reading

On recommendation of the State Curriculum Commission, the Board adopted the following textbooks in reading for use as supplementary textbooks in grade six for a period of not less than six years nor more than eight years beginning July 1, 1951, to be distributed on the basis of one copy for each two pupils enrolled:

*The Firelight Book*, edited by Barbara Henderson, Marion T. Garretson, and Frederick H. Weber, published by The L. W. Singer Company, 1946

*High Road to Glory*, compiled by Elizabeth H. Bennett, Mabel B. Dowse, and Mary D. Edmonds, published by Silver Burdett Company, 1947

### Changes in Rules and Regulations

*Activities with Respect to the Flag.* The Board added Section 73.5 to Title 5 of the California Administrative Code, relating to the Flag of the United States, to read as follows:

73.5. Activities with Respect to Flag. The governing board of each school district shall require, and provide for, the giving of appropriate instruction throughout the school term and the holding of appropriate exercises or other activities in each school under its jurisdiction during the last week of the annual school term of the school which shall emphasize to the pupils of the school the meaning of the Flag of the United States and the purpose, ideals, and freedoms for which it stands.

*Bachelor of Education Degree.* The Board added Article 13.2 to Subchapter 4 of Chapter 1 (consisting of Sections 995 to 995.6, inclusive) of Title 5 of the California Administrative Code, relating to the granting of the Bachelor of Education degree by California state colleges to certain persons who, because of being in active military service could not qualify for the degree under the regulations adopted in 1937 primarily because such regulations required application for the degree to be made prior to February 1, 1942. The new regulations were adopted as emergency regulations.

NOTE: The sections added to Title 5 by action of the State Board of Education at this meeting will be published by the Division of Printing as a part of Register 21, No. 2, California Administrative Code, dated July 22, 1950. Reprints from that Register will be provided by the State Department of Education for distribution to superintendents of schools and certain other school officers.

**Revocation of Credentials**

On authority of Education Code Section 12754, the Board revoked the credentials for public school service previously issued to Iva May Seales and Martin Shearer.

**Approval of Appointment of State College President**

The Board approved the appointment by Director of Education Roy E. Simpson of Cornelius H. Siemens, Director of Compton Junior College since 1946, as President of Humboldt State College at Arcata, effective July 1, 1950, succeeding Arthur H. Gist, retired.

**Approval of Appointments to State Curriculum Commission**

The Board approved the reappointment by Superintendent Roy E. Simpson of Rubie Burton, Teacher, Santa Barbara Senior High School, and C. C. Trillingham, County Superintendent of Schools, Los Angeles County, as members of the State Curriculum Commission for four-year terms ending August 29, 1954.

**Approval of Proposed Unified School District**

The Board approved the proposal of the Butte County Committee of School District Organization for the formation of a unified school district consisting of the Stirling City elementary school district, De Sabla elementary school district, Canyon View union elementary school district, and that portion of the Chico city elementary school district within the boundaries of the former elementary school districts of Kunkle, McKay, and Paradise.

**Approval of Proposed Union Elementary School District**

The Board approved the proposal of the Ventura County Committee on School District Organization for the formation of a union elementary school district consisting of Mill elementary school district and Santa Ana elementary school district.

**Approval of Appointment of Advisory Board Member,  
Sacramento State College**

In accordance with Education Code Sections 20361-20368, the Board approved the appointment by the Director of Education of Richard A. McGee, Director of the State Department of Corrections, State Office Building No. 1, Sacramento, as a member of the Advisory Board of Sacramento State College for the three-year term expiring September 30, 1952.

**Approval of Educational Organizations**

In accordance with Education Code Section 4861, the Board approved the following as organizations for which memberships for schools may be paid from school district funds during the school year 1950-51.



American Association of School Administrators, a department of the National Education Association

*President:* W. T. White, Superintendent of Schools, Dallas, Texas

*Executive Secretary:* Worth McClure, 1201 Sixteenth Street, N.W., Washington 6, D. C.

*Headquarters Address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.

California Association for Childhood Education

*President:* Miss Marion Horsfall, 445 S. Central Avenue, Glendale, California

*Secretary:* Mrs. Eleanor Willard, 728 N. Avon, Burbank, California

*Headquarters Address:* 445 South Central Avenue, Glendale 4, California

California Association of Adult Education Administrators

*President:* R. K. Lloyd, P. O. Box 28, Inglewood, California

*Secretary:* W. Odie Wright, 715 Locust Avenue, Long Beach, California

*Headquarters Address:* 35 N. Raymond Avenue, Room 216, Pasadena 1, California

California Association of Public School Business Officials

*President:* Ralph C. Dailard

*Secretary:* William H. Baker, 14128 East Fairgrove Avenue, Puente, California

*Headquarters Address:* c/o Ralph C. Dailard, 825 Union Street, San Diego, California

California Association of School Administrators

*President:* J. Russell Croad, Superintendent of Schools, Burbank, California

*Executive Secretary:* John A. Sexson

*Headquarters Address:* 35 North Raymond Avenue, Pasadena 1, California

California Association of Secondary School Administrators

*President:* Willard H. Van Dyke

*Executive Secretary:* Harold B. Brooks

*Headquarters Address:* 728 Cherry Avenue, Long Beach 13, California

California Educational Research and Guidance Association, Southern Section

*President:* Mrs. Vera G. Strickland

*Executive Secretary and Treasurer:* Dr. Esther Grace Nolan, Room 412, 808 North Spring Street, Los Angeles 12, California

California Elementary School Administrators Association

*President:* Frank Schieber, Forestville, California

*Secretary:* Viola Meints, Principal, Gault Elementary School, Santa Cruz, California

California Society of Secondary Education

*President:* Dr. Harry M. McPherson, Superintendent, Napa Union High School District, Napa, California

*Secretary:* Lillian M. Perry, Rooms 9 & 10, Haviland Hall, Berkeley 4, California

California State Junior College Association

*President:* Dr. J. Paul Mohr, Sacramento Junior College

*Secretary-Treasurer:* Dr. Henry T. Tyler, Modesto Junior College

*Headquarters Address:* Sacramento Junior College, 3835 Freeport Boulevard, Sacramento 18, California

National Association of Secondary-School Principals, a Department of the National Education Association

*President:* W. L. Spencer, Principal, Starke University High School, Montgomery, Alabama

*Executive Secretary:* Paul E. Elicker

*Headquarters Address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.

## National Council on Teacher Retirement of the National Education Association

*President:* C. B. Murray, 152 Washington Ave., Albany 6, N. Y.*Secretary:* John A. Wood, 3d, Box 1780, Trenton 7, N. J.*Headquarters Address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.

## National Education Association of the United States

*President:* Andrew D. Holt*Executive Secretary:* Willard E. Givens*Director, Research Division:* Frank W. Hubbard*Headquarters Address:* 1201 Sixteenth Street, N.W., Washington 6, D. C.

## National School Boards Association

*President:* J. Paul Elliott, 415 Stock Exchange Building, 639 South Spring Street, Los Angeles, California*Secretary:* Edward M. Tuttle, Chicago*Headquarters Address:* 450 East Ohio Street, Chicago 11, Illinois

## Northern California Junior College Association

*President:* Harold Weaver*Secretary-Treasurer:* Donald Fry, Vallejo Junior College, Vallejo, California

## Southern California Junior College Association

*President:* Dr. John C. Lombardi*Executive Secretary:* Fred A. Dow, Jr.*Headquarters Address:* 6108 Olive Avenue, Long Beach, California

## The Association of School Business Officials

*President:* Francis R. Scherer*Secretary:* H. W. Anderson*Headquarters Address:* 306 E. Lovell Street, Kalamazoo, Michigan

# PROFESSIONAL LITERATURE

## PUBLICATIONS RECEIVED

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*Education for the General Welfare*. Official Report of Regional Conventions of the American Association of School Administrators, 1949. Washington: American Association of School Administrators, 1949. Pp. 224. \$1.50.

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